

Cohesive Devices for Enhancing Reading Comprehension among EFL Students in Nepal¹

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Abstract

Reading is a key to developing other language skills and aspects of language. However, most of the EFL students are unable to comprehend the reading texts adequately and completely. Against this backdrop, the purpose of this classroom action research is to examine the role of using cohesive devices in improving students' reading comprehension. The study was conducted in a five-week intervention experiment for a class of 40 non-English majors at a Nepalese public university. The data were collected from tests (pre-test, progress-test, and post-test), and interviews. The data were analysed using quantitative statistics (mean, standard deviation, and T-test), and the data from the interview were analysed textually. The overall results revealed that knowledge and the use of cohesive devices led to significant improvements in students' reading comprehension. The findings suggest that the study's intervention the "use of cohesive devices "was effective in improving students' reading comprehension. Thus, students are to be encouraged to be aware of understanding and using cohesive devices for increasing their reading comprehension. This implies that teachers should teach cohesive devices and guide students in identifying and using them to improve reading comprehension.

Keywords: classroom action research, cohesive devices, EFL, reading comprehension

Introduction

Reading is a way of getting meaningful information from the text by understanding the graphic symbols and their organization. Reading is considered the basis for language learning, which is possible only through readable texts (Biler, 2018).

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Reading serves as a foundation for all types of learning in general and language learning in particular. The purpose of reading is to understand and construct meaning from all kinds of texts (Snow, 2000). Since reading underpins the language integrated with content, its comprehension is core to all kinds of academic progress and development (Catts, 2021–2022). Reading comprehension is an intact blending of skills and strategies (Al-Jarrah & Ismail, 2018; O'Brien & Cook, 2016; Smith et al., 2021), where adequate encode and decode of the text take place. Reading comprehension in this sense is the application of reading skills and strategies that evolve for many other purposes like listening, speaking, and writing in order to get new input. Proper reading comprehension takes place when reading levels are enacted and interact with each other in a cohesive and coherent manner. The learners need to improve their reading skills for studying and understanding course materials reading for pleasure, reading for knowledge, reading for comprehension, getting access to the literature of knowledge, and getting general information about world knowledge. In order to have adequate comprehension of the texts, the texts need to be well organised and readable despite the readers' comprehensive skills and knowledge. For making the text readable, cohesion plays a significant role.

The process of relating specific relationships among and across elements in a text is referred to as cohesion. Defining cohesion, Halliday & Hassan (1976) state, "The relation of meaning that exists within a text and defines it as a text is cohesion" (p. 4). Rather than a series of unrelated statements, cohesion connects strings of sentences in a text. Mandarani et al. (2022) argue that cohesion plays a significant role in making the connection of meaning between words and sentences in a text and making understanding the text easier. A text can be well organised and readable for better comprehension if its cohesive ties are properly managed.

A set of meanings that exist within the text is referred to as cohesion. These relations are not the kind that link the components of a sentence, and they differ from sentence structure. The identification of these meaning relationships is critical to its interpretation. For instance, Maya bought a new pencil, and she put it in her drawer. The interpretation of the elements 'she' and 'it' is dependent on the lexical items 'Maya' and 'pencil'. Thus, cohesion is the grammatical relationship that is established between these elements. Cohesion acts as a formal semantic and stylistic feature or tie that makes a piece of text well-organized, communicative enough, and easy to comprehend (Shi, 2004; Jabeen et al., 2014; Biler, 2018). In the same context, cohesion is a device for bringing

continuity in reading a text that concerns semantic continuity (Halliday & Hassan, 1976). The semantic continuity makes it possible for cohesive patterns to play a cardinal role in processing both written and spoken texts by readers and listeners, respectively (Halliday & Hassan, 1976; Ly, 2018). Thus, a language learner should have good knowledge about different kinds of cohesive relations and their use in forming and comprehending texts.

Cohesion and coherence are interconnected and linked to each other to make a text readable and comprehensible. Cohesion concerns grammatical and lexical connections that link one part of a text to another, while coherence concerns semantic aspects of the text that are formed through the interpretation of each sentence in relation to other sentences, implying interaction between the text and the readers (Van Dijk, 1979; Halliday & Matthiessen, 2014; Mandarani et al., 2022). A text becomes cohesive if each of the elements is properly tied to each other with clear and accurate linguistic markings. Cohesion in English presents a detailed system for analysing cohesive relationships within a text. The unit of analysis for cohesion is the cohesive tie. Cohesive ties may occur not only within a single sentence but also across sentences. Cohesive ties among sentences are those that contribute most strongly to creating a unified text. The property of being a text is called 'texture' (Halliday & Hassan, 1976; Ly, 2018). A text has texture, and that is what distinguishes it from something that is not text. It derives this texture from the fact that it functions as a unity with respect to its environment. These accounts reveal that cohesion and coherence are complementary to each other; in the absence of one, the other alone cannot make the text readable and comprehensible.

The grammatical and lexical linkages in a text can be established by using cohesive devices. Halliday and Hassan (1976) distinguish grammatical and lexical cohesion. Grammatical cohesion incorporates reference, substitution, ellipsis, and conjunction, and lexical cohesion includes reiteration and collocation (Halliday & Hassan, 1976; Sintya & Al Hafizh, 2021). Similarly, Oshima and Hogue (2006) mention that repetition of the key nouns, use of consistent pronouns, use of transitional signals, and ideas arranged in a logical manner are the strategies for achieving adequate comprehension of a text.

As an educator and instructor at a public university in Nepal, I have a close connection with students' reading and writing skills and their development. As an insider, while working with them as a participant, I notice that most of them cannot maintain

proper grammatical and lexical cohesion in their reading comprehension and writing. They produce sentences like, 'There is many people living in Nepal. Similarly, they write an answer by reading a passage as 'None of us were religious' in response to the question, "Who was more religious among them in the group?" Moreover, they write sentences like, "I have many books, and it cost more than \$1 million," and so on. Despite their best efforts, they are unable to properly express their desires. Similarly, as an outsider, I examine their answer sheets of the final examination; their productions are scored, but feedback is not provided, and I find many flaws in proper writing with meaningful sentences. Such expressions of the students made me feel that students produce such expressions due to the lack of knowledge of appropriate understanding, choice, and use of cohesive devices.

Similar to my experiences, research on cohesion shows that cohesive devices facilitate learners' reading comprehension (Chung, 2000; Degand & Sanders, 2002; Jabeen et al., 2014). Through the proper use of cohesive devices, a text or discourse becomes coherent and meaningful, that is, cohesive devices are the building blocks for maintaining coherence both in the construction and understanding of texts. Similarly, Mandarani et al. (2022) conclude from their research that teaching and explaining cohesive devices are critical to understanding the link between sentences and the elements of grammatical and lexical cohesion. Similarly, Safitri and Hamzah (2019) discovered monotonous use of cohesion where conjunctions were mostly used by students in a study on cohesion in writing. From this study, they conclude that students do not have proper and sufficient knowledge of cohesion and its use in the text. Similar to this, RahmtAllah (2020) concedes that students were not competent in using repetition, transitional expressions, pronouns, synonyms, and parallel structure in their writing tasks. In the same vein, Sintya and AlHafizh (2021) argue in their study on undergraduates' ability to use cohesion in thesis writing that if undergraduates are not exposed to cohesion and lack knowledge of it, they will be unable to use cohesive devices in writing the background of the problem of their thesis. There are several studies on cohesion in different aspects of writing throughout the world, but very few have been carried out in Nepal in the field. Paudel (2006) finds that students in Kathmandu Valley have a poor ability to establish cohesion in reading based on a survey of 180 school-level students. Similarly, Jamarkattel (2008) discovered that students were better at establishing adequate cohesion in reflective essays than in the other two types of essays. In the same

phenomenon, it is argued that cohesion creates a thread in a text so that readers can move throughout the text, unfolding its meaning, and it also echoes the feel of the text (Brown & Yule, 1983; Ly, 2018). Likewise, Mutho's (2007) study also concludes that lexical cohesion in reading and writing plays a crucial role in understanding the stories. These accounts demonstrate that understanding cohesion can be an effective means of allowing readers to appropriately interpret and predict the text.

In line with the problems in comprehending reading texts, EFL students in Nepali universities are expected to have sound knowledge and the ability to comprehend reading passages and respond to the following activities appropriately, considering all the cohesive devices. Because cohesion prevents texts from being coherent. Thus, the EFL students are supposed to maintain good harmony in the use of cohesive devices both in reading and writing if they wish to have better comprehension and learning. Less consideration and awareness were put on both cohesion and coherence at the policy and practise levels of the EFL curricula and reading texts in the universities of Nepal, and very little research carried out in the field motivated the researcher to investigate the use of cohesive devices in improving EFL students' reading comprehension in the universities of Nepal through participatory action research. With this rationale, this study explores the use of cohesive devices for improving university EFL students' reading comprehension using Halliday and Hassan's (1976) theoretical framework, being specific to answer these research questions: To what extent does the use of cohesive devices improve university students' reading comprehension in the EFL context of Nepal? What do students think about the usefulness and necessity of cohesive devices in improving reading comprehension?

Methods and Procedures

The design used in this study was classroom action research (CAR), in which I explored the classroom problem that students felt difficulty comprehending the reading texts appropriately and responding accordingly, so that I used cohesive devices as an intervention to improve the situation. CAR is an effective way of diagnosing problems, improving teachers' teaching and students' understanding (Khasinah, 2013). CAR is an experience-based design where the teacher is engaged in the classroom situation to better and deeper understand the students' needs, interests, and problems encountered, and take necessary actions for improvements (Smith & Rebolledo, 2022,2018). With close engagement and participation with the students as their English language teacher in the

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classroom and teaching them to read texts, I experienced that the students could not comprehend the reading texts appropriately and respond to them properly. Thus, I used teaching cohesive ties and students' engagement in several exercises as an intervention for improving their reading comprehension.

Participants

The study included 45 Bachelor of Education (B. Ed.) first-year non-English majors from a constituent campus of a public university in Nepal who had completed their 12 classes from geographically diverse schools in Nepal. The homogeneity of English language proficiency was established using a test from the English course prior to intervention. These 45 students were selected because they belong to a single class, and the researcher was in charge of teaching them English reading texts. The students were taught how to make the lesson plan. During each lesson, the students were exposed to and trained to recognize cohesive devices, their use, and functions throughout the reading texts. Moreover, they were also taught the role of such cohesive devices in making the text readable and comprehensible. Each lesson lasted 55 minutes and was divided into two phases: knowledge building and skill practice. During the knowledge building phase, students were given knowledge about the cohesive devices that engaged them in reading texts and some controlled exercises. In the skill practice phase, they were given different exercises based on the reading passage where they were asked to locate, fill, or use cohesive devices and analyze their use. To make sure the students understood the text, cohesion, and cohesive devices, they were asked to do the reading exercises given in the course book prescribed for them. More specifically, the participants were asked to take 20 minutes to read the text assigned in their syllabus and 10 minutes to do the reading exercises given in the book, which are designed in the form of multiple-choice questions and short-answer questions about the main idea, detailed information, and vocabulary in the reading text. Then, the researcher engaged them in post-reading comprehension activities that considered vocabulary, collocation, ellipsis, substitution, synonyms, antonyms, and the appropriate use of cohesive devices for 25 minutes. The researcher co-worked with them, creating discussions between them in both phases. They were given postreading exercises as their home assignment, which was checked, and feedback was provided in the next class. These activities continued for five weeks and six periods a week, that is intervention was used for 35 sessions in total. Table 1 presents the participants' portfolios.

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Table 1

Participants' Profile (M= male, F= female, B= brahmin, K= kshetri, M= magar, D= dalit, O= others)

	Gender		Ethnic Identity				Age Range in Year	Language of instruction	Previous school		
	M	F	B & K	M	G	D			O	Institutional	Community
45	8	37	11	8	10	9	7	19-25	English (judicious translation in Nepali)	12	33

Instruments and procedures

The reading texts were the major tools for data collection. The students took two comprehension tests (pre-test and post-test) and four progress tests between the pre- and post-tests. The time allowed for each test was one hour with two reading passages; each includes 10 multiple-choice questions and five fill-in-the-blank items, five matching items, short questions, and five giving synonyms and antonyms based on the texts. The pre-test and post-test were carefully selected from English for New Generations (the course implemented at the same level before the current course) to have the same level of difficulty as the book that they have been reading. The pre-test was administered before the intervention for the students to identify their reading comprehension level, and the post-test was conducted after the use of the intervention for four weeks. Between the pre- and post-tests, one progress test (in the third week) was given to the students to provide feedback. All the students' scores were recorded and analyzed using the simple statistical tools of mean and standard deviation to show whether the use of cohesive devices did have a significant effect on students' reading comprehension. After the intervention and its effect, ten purposively selected students were interviewed to explore their opinions on the use of cohesive devices for the improvement of their reading comprehension. The interview aims to collect factual, behavioural and attitude-related information by asking the students to share their experiences and practices for understanding reading texts while considering cohesive devices and their impact on their learning.

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Results

The results and discussion include, as per the research questions, two aspects: the use of cohesive devices to improve university students' reading comprehension in the EFL context of Nepal and the students' perceptions towards the usefulness and necessity of cohesive devices for improving their reading comprehension.

Use of cohesive devices to improve university students' reading comprehension

To investigate the effect of teaching with cohesive devices on improving students' reading comprehension in English, they were taught six periods per week for five weeks, engaging them in several reading comprehension exercises and training them in the knowledge, and use of cohesive devices and their function in a text to make it readable and comprehensive. The students' reading comprehension ability was measured by counting the number of correct answers out of the 30 comprehension questions. In order to determine whether the intervention had an effect on students' reading comprehension, two measurements were made. First, the class average scores in the pre-test, progress-test, and post-test were calculated and compared. Second, the students' scores from the pre-test and post-test were processed using the paired sample T-tests. Table 2 presents the progress of the intervention in developing students' reading comprehension.

Table 2

Students' Performance in Reading Comprehension

No. of the Students	Types of Test	Mean	Standard Deviation
45	Pre-test	10.15	1.64050297
	Progress-test	16.125	1.51522183
	Post-test	21.875	1.50312175

Table 2 shows that there is a significant rise in the average score of all the students in reading comprehension. In the pre-test, the mean stood at *10.15*. After 2 weeks' learners' engagement in reading comprehension with cohesive devices, this figure rose to *16.125 in the* progress test, which indicates the students' general improvement in reading comprehension. Similarly, after 5 weeks of teaching and learning to read texts with the intervention, the score rose to *21.875* in the post-test. Besides, the standard deviation in the post-test was *1.50312175*, which was lower than the standard deviation in the pretest (*1.64050297*) and in the progress test (*1.51522183*). This implies that the difference in the students' reading comprehension scores was narrowed. In other words,

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the knowledge of cohesive devices and their use in reading texts not only helped improve students' reading comprehension but also appeared to help reduce the gap in reading ability among them. Table 3 presents a comparative analysis of pre-test and post-test using a paired sample t-test.

Table 3

Results of the Paired-sample T-tests

	Mean differences	Standard deviation differences	T value	degrees of freedom	Single 2-tailed (P value)
Pretest- Post test	10.15- 21.875 = -11.725	1.64050297- 1.50312175 = 0.13738075	$\bar{x}\text{diff}/(\text{Sdiff}/\sqrt{n})$ -11.725/(0.13738075/ $\sqrt{40}$) -539.780	40-1= 39	0.00001

$P < .005$

The p value of the results is less than the significance level of = 0.05, as shown in Table 2. This implies that the use of cohesive devices as an intervention for developing students' reading comprehension performance did have a positive effect.

EFL students' perceived usefulness of cohesive devices for improving reading comprehension

Students were actively engaged in the assigned activities and eager to learn more during a month of reading classes with the use of intervention cohesive devices to improve students' reading comprehension. As shown in the results of the pre- and post-test, the students during the interview expressed that they noticed a significant change in their reading behaviour and understanding of the texts when they were exposed to the knowledge of cohesive devices and their use. In the initial days, when they were engaged in different reading activities like reading and matching, reading and completing, and so on, they did not show any interest in reading. They found themselves murmuring to each other as "" [We don't understand anything, even can't read and write properly]. When we don't want to read and write, this sir sits with us and makes us work, and he also works with us. What should we do?] (Trans. Author). Gradually, when they were exposed to cohesive devices and were engaged in the tasks, their motivation for reading and writing increased. Their voluntary involvement in the activities had increased. Those students who wanted to escape from engaging in the tasks had started working actively and

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responding to the text properly. They buzzed after about two weeks of rigour in the activities:

[If we are taught and read in this way, we will understand the text. We didn't know anything about this grammar, how to match words, so how could we understand the text? We are ashamed to say that we study 13th grade. We should ask this teacher to teach in this way all the time] (Trans. Author).

In the interview, one of the participants, Sweta, states, "Before this interesting and innovative one-month English reading class, I could not even distinguish between the different forms of pronouns, their relationship with nouns, and the tense of the verb." In the same vein, another student, Susmit, expresses:

I was unaware of the question-and-answer relationship prior to this class; that is, I used to say, "I lived in Palpa," in response to the question, "Where do you live?" The class on cohesive devices taught me how to respond to questions by using appropriate conjunctions and connecting one idea to the next. I also learned how to use pronouns and tenses correctly. Now I can understand the meaning of the text easily.

Amrit, another student, recalls his past days and mentions:

I took an assignment test two months ago that required me to read a passage and provide an answer in which I was asked to collocate words such as handsome, beautiful, skin, leather, thin, shoes, boys, and girls, but I failed miserably. However, my understanding of lexical cohesion gave me confidence in such collocation. Similarly, from my knowledge of grammatical cohesion, I became aware of substitution, ellipsis, conjunction, and pronouns in their use in a discourse. The knowledge of these items helped me comprehend the text and interpret the theme appropriately.

He emphasises that anyone who wants to improve their reading skills and comprehension should be familiar with cohesion and cohesive devices in order to get the most out of their texts. Many of the students concede that they have difficulty with vocabulary choice, its collocation, and using appropriate connecting transitions for better comprehension of the texts. Thakur said in this issue that the rigorous practise of the cohesive devices and their use in reading texts helped them get proper organisation and interpretation of the information from the text. The students were asked to read the text that had the sentences, "That is a wonderful idea," and "Sima went to the party. She sat

with Sarala. When I asked them what that and she meant in the first and second sentences, respectively, none of them responded correctly. But now the students could get the idea of references in the text. Pradip, in this context, shares his experiences as "the knowledge of grammatical cohesion and lexical cohesion taught me about word selection and appropriate referencing. "A non-referential word can be made referential either from the preceding or following context to better understand the text." One of the participants, Sabita, states, "I was unaware of the pronoun referring to the word car as in the sentence this car is old. I will buy a new one." "But now at least I can understand the meaning of the text even if there are substitutions." Another student, Prabesh, states that about three months ago, he attended a TOEFL test where he was given a passage and asked the question, "Who loves sports?" and he wrote, "I love sports, my brother loves sports," but now he has learned that it can be sufficient to produce the sentence "We both love football."

The interview responses indicated that students perceived a clear improvement in their reading comprehension after a month engagement with cohesive devices. Participants reported positive changes in their reading behaviour, awareness, and comprehension skills. Suraj stated, "About reading comprehension, of course, we have made positive changes in our reading behaviour, consciousness, and comprehension due to you and your effort in engaging us in several reading activities with reference, substitution, ellipsis, lexicon, and so on". In the same context, Asmita conceded, "we are very confident now, we can read well, and we are willing to answer the questions, which was a matter of fear before. This suggests a reduction in reading anxiety and an increase in willingness to participate in comprehension activities.

Furthermore, learners highlighted the usefulness of the instructional activities with cohesive devices. Saroj explained, "We could both have fun and form questions, play games, and do all these things I said". He also mentioned that learning process was engaging and interactive. Similarly, Prabesh emphasized the supportive classroom environment and stated, "We both play and read, and in the regular English reading text, we attended the lessons regularly and actively, and you participated in the activities along with us. Then, we were comfortable and confident."

The participants' responses suggest that the integration of cohesive devices in reading activities contributed not only to improve comprehension but also to increase confidence and engagement in reading tasks.

All the accounts received from the tests, the students' regular class observations as teacher, and the responses from the interviews reveal that all the students agree that the activities in which they engaged with were good. They assert that they couldn't comprehend what they read before, but they could do now. They could understand the texts and respond accordingly.

Discussion of the Results

The results obtained from the pre, progress, and post-tests and the interview with the students show that their reading comprehension has increased with their understanding and use of cohesive devices. The finding backs up Perfetti and Adlof's (2012) finding that "if cohesive devices are thoroughly taught to first-year university students, their reading skill will improve relatively" (p. 117). A solid understanding of cohesive devices in reading discourse improves EFL students' overall ability. The mean score of the students' reading comprehension has increased from 10.15 to 16.125 to 21.875, and the standard deviation has ranged from 1.64050297 to 1.51522183 to 1.50312175 in the pre-test, progress-test, and post-test, respectively. The gradually increasing ratio of the mean score and decreasing ratio of standard deviation in the tests shows the positive effectiveness of intervention and cohesive devices in improving students' reading comprehension. Cohesion and cohesive devices largely affect second language reading in both overall comprehension and localised processing (Biler, 2018). In the interview, the students shared that they have improved their reading comprehension performance with their knowledge and use of grammatical and lexical cohesion. The finding corroborates that for understanding the connection between sentences in a passage and grasping the meaning that the text conveys, knowledge of cohesive devices, both grammatical and lexical, is crucial to be learned and taught, and the reading textbook should make an adequate balance of teaching cohesion for creating coherence in the discourse (Jabeen et al., 2014; Mandarani, 2022; Syamsudduha, 2019). Appropriate use of cohesive devices makes a text readable and comprehensible.

Learners' motivation and pro-activeness are the significant elements in learning. The shift in the students' initial unwillingness and tired behaviour into engaged, motivated, and strong wills to learn in the same manner as they were teaching shows the affirmative results of the knowledge of cohesive devices in their reading behaviour. For proper comprehension of a text, the students' abilities in the linguistic aspects of the text are valued. The students who are better at linguistic aspects of language can have better

and more comfortable reading and reading comprehension of the text. The students' changed behaviour and their abilities to maintain good coordination between questions and their answers, words and sentences, and the appropriate use of transitions and pronouns indicate that they developed their knowledge, skills, and confidence in reading comprehension with the rigour of practise and awareness of grammatical cohesion and its use. Grammatical cohesive devices make the text linguistically well organised by maintaining the formal semantic and stylistic features of a text, and their knowledge makes the students feel at ease in comprehending the text (Halliday & Hassan, 1976; Mandarani et al., 2022; Hornby, 2000; Shi, 2004; Jabeen et al., 2014; Biler, 2018; Ly, 2018). Students' awareness and engagement in cohesion may enable them to be free from the fear of having nothing to say or feeling hesitant to read and respond to the reading text.

The contextual use of words and their meaning determine the readability of the text. The right word in the right place makes the text meaningful. The results exhibit that those students who were unfamiliar with word collocation, synonyms, and antonyms in the initial phase have developed their confidence in these aspects. This finding implies that students benefit greatly from lexical cohesive devices and their application in developing comprehension skills. Students can gain a better understanding of the text's unfolding meaning by using lexical items on it. Brown & Yule, 1983; Halliday & Hassan, 1976; He, 2014; Mutho, 2007; Ly, 2018; Rahmt-Allah, 2020). The knowledge of lexical cohesion and the rigorous practise of its use can help the students improve their reading speed, comprehension, and accuracy and provide them with a new insight into problem-solving techniques for improving reading comprehension. Knowledge and use of cohesion and cohesive devices

Conclusion and Implications

This classroom action research explored the effectiveness of using cohesive devices for improving university-level non-English EFL majors' reading comprehension. After five weeks of rigorous and continuous practise in understanding and using cohesive devices and their functions for making the text readable and comprehensible, the students' reading comprehension improved significantly. The increased scores in the results from the pre-test, progress-test, and post-test and the students' expressions exhibit that they are highly motivated to learn and use cohesive devices for reading and comprehending the reading texts. All the students divulge that the practise of cohesive

devices has a crucial role in improving their reading comprehension, and it is necessary to learn to use cohesive devices for adequate reading of the texts. The students' wish to learn to read texts with cohesive devices implies that they could have better comprehension with the knowledge and use of cohesive devices. Students require intensive cohesion instruction, training, and practise in order to gain confidence, skill, knowledge, and freedom from fear when comprehending reading texts.

Despite the methodological and contextual limitations, the findings of this study are significant for raising teachers' and students' awareness of instructing cohesive devices in teaching and learning reading comprehension. Apart from the regular classroom teaching and learning process, various seminars, workshops, meetings, and conferences on cohesion and coherence can be held to expose the learners to the teachers shared experiences and practises of working with them in teaching reading. The reading lessons based on cohesion instruction can be incorporated into English-language curricula and textbooks. Moreover, the findings of this study are from a single classroom; thus, they can be reiterated for more classes in different contexts, and comparative action research can be made on the same intervention and issue. In the context of Nepal, one of the major difficulties in improving students' reading comprehension is the lack of authentic reading resources. Thus, teachers and all other concerned parties can establish a reading materials bank, and students are encouraged to use the resources from the bank. The findings of the research also provide feedback to teachers, students, administrators, curriculum designers, and policymakers for designing the reading courses, materials, textbooks, and teaching-learning techniques to expand the teaching of cohesion and improve students' reading habits and comprehensive abilities.

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